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ABSTRACT

Financial support available for foreign languages and international education is described for several federal programs. Provisions of applicable legislation and regulations are presented, along with brief descriptions of model programs or anticipated projects, and names, addresses, and phone numbers of persons who administer the programs described. Information is given on the following: (1) Education for Economic Security Act (local education grants, state technical assistance and administrative costs), higher education programs, and the Secretary's discretionary fund for programs of national significance; (2) Excellence in Education Act (Title VI); (3) Education Consolidation and Improvement Act (block grants); (4) Mutual Education and Cultural Exchange (Fulbright-Hays) Act (foreign curriculum consultants, group projects abroad for non-western language and area studies, teacher exchange program, and international research and studies program); (5) the Bilingual Education Reauthorization Act; (6) National Endowment for the Humanities (institutes for teachers and administrators, collaborative projects, planning grants, independent study); and (7) support services outside the school system. The JNCL statement of position on language competence and cultural awareness is attached. (LB)

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Occasional Paper: 1

Federal Funding for Foreign Language and International Education in Elementary and Secondary Schools

J. David Edwards and Maria J. Sayers

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An Inauguration

With this publication, the National Council on Foreign Language and International Studies inaugurates its series of occasional papers. The series is intended for the faculty in schools, colleges, and universities, for administrators in these institutions and in school systems, for education policy makers and interested members of the general public.

About the authors: Dr. Edwards is director of liaison of the Joint National Committee for Languages, where Ms. Sayers is a research intern. The Committee is supported by thirty professional organizations.

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Kurt E. Müller
Editor

Federal Funding for Foreign Language and International Education in Elementary and Secondary Schools

J. David Edwards and Maria J. Sayers

1985

National Council on Foreign Language & International Studies
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Editor's Preface

During the past half dozen years, a series of commissions and boards reported a national inability to deal with foreign nations and cultures. In 1984, the current Secretary of Education, then chairman of the National Endowment for the Humanities, called for a return to traditional preparation for postsecondary study. In his call for reform, he directed attention to specific models, noting, for example, that a change in admissions policy at the two largest universities in Utah led to significant expansion of language programs at the secondary level, with increases up to 200 percent. In late 1983, the National Advisory Board on International Education Programs (Holderman Board) made a series of recommendations to redress national shortcomings. The board urged local school districts to provide an opportunity to begin language study "in the earliest years of formal education" and to continue a sequential program to develop a useful level of proficiency. Colleges and universities were admonished to set both entrance and graduation requirements in terms of proficiency. Language departments, the board found, should be better integrated with international, area, and multicultural study programs. Across levels, the board advised an infusion of international perspectives into history, geography, and political science courses.

The Holderman Board was a follow-up activity to the National Commission on Excellence in Education, which issued its report in April of 1983. Despite its much broader concern, the NCEE recommended college-bound students take two years of a foreign language "in addition to those taken earlier." Not content with the implication that language programs should be offered before high school, the commission, expecting students to take four to six years of language study, clearly recommended that such programs "should, therefore, be started in the elementary grades."

These two 1983 reports are differentiable from the 1979 report of the President's Commission on Foreign Language and International Studies (Perkins Commission) in one important aspect: With the issuance of its report, the Perkins Commission called for federal financial support to enable local schools to develop effective language and international studies programs. While recognizing that schools are financed primarily through local taxation, the President's Commission found that the issue of citizen competence in world affairs is squarely in the national interest and therefore deserving of federal scrutiny and support.

Kurt E. Müller
National Council on Foreign Language and International Studies

The tension between national need and local control, described in the preface as clearly perceived by the Perkins Commission, remains unresolved. There is very little federal support for foreign languages and other international studies in the schools. What there is is not necessarily clearly available for this field and requires a measure of creativity and innovation to acquire. For example, the only funds clearly earmarked for foreign languages in the new Education for Economic Security Act (EESA, Title II) are $2.4 million for institutions of higher education. At the levels of local and state education agencies, languages must compete with math and science for exemplary or cooperative programs. In Chapter II of the Education Consolidation and Improvement Act (the block grants), foreign languages and other international studies compete with approximately forty other programs. Under Title VI of the Higher Education Act, the Mutual Education and Cultural Exchange (Fulbright-Hays) Act, and the National Endowment for the Humanities, funds are available for teacher exchange, teacher institutes, fellowships, and so forth, but they are quite limited and eligibility is narrowly defined. While funding levels are far less than ideal, some federal support does exist. This paper attempts to assist the interested teacher or administrator in identifying and acquiring such support. Our discussion presents provisions of applicable legislation and regulations, brief descriptions of model programs or anticipated projects, and names, addresses, and phone numbers of persons who administer the programs we describe.

Education for Economic Security Act (EESA)

On August 11, 1984, the President signed into law the Education for Economic Security Act (Public Law 98-377). A copy of the regulations for this Act may be found in the *Federal Register* dated November 20, 1984. Although this Act is concerned primarily with mathematics and science, there are areas of interest to the foreign language community.

$100 million has been set aside under Title II of this Act for Fiscal Year 85. The President has requested $100 million for FY86 as well. Approximately 90% of these funds ($90 million) will go to state education agencies (SEAs) to "improve the skills of teachers and instruction in mathematics, science, foreign languages, and computer learning, and to increase the access of all students to that instruction." The remaining 10% (approximately $10 million) has been placed in the Secretary's Discretionary Fund for programs of national significance. These programs are in mathematics and science instruction, computer learning and instruction in critical foreign languages. At press time the government list of "critical" foreign languages is not yet available, but we anticipate that it may include commonly taught, as well as less-commonly-taught languages.

The $90 million available for state grants will be allocated according to the ratio of the number of children between the ages of five and seventeen in each state as compared to the number of these children in all states. No state, however, will receive less than 0.5% of the funding available in a given year. Of the total sum of $90 million for state funding, 70% (approximately $63 million) is for use in elementary and secondary school programs. The remaining 30% (almost $27 million) has been earmarked for higher education programs under the supervision of the state higher education agencies.

In order for a state to receive funding, the local education agencies (LEAs) must develop a needs assessment of the current status of mathematics, science, foreign languages and computer learning within the public and private schools. The content of the LEAs' needs assessments will be largely determined by the demands of the SEAs. However, Section 208.33 of the Act does require the following information to be included in the local assessments: Local education agencies should list their need for (1) "Teacher training, retraining, and inservice training and the training of appropriate school personnel in the areas of mathematics, science, foreign languages, and computer learning." This should include the availability and qualifications of teachers at the elementary and secondary levels in the areas of mathematics, science, foreign languages and computer learning, (2) "The need for improving instructional material and equipment related to mathematics and science education," and (3) the need for "improving the access to instruction" in the above mentioned areas to students from historically underrepresented and underserved groups, and "gifted and talented students based on an assessment of the current degree of access to instruction of these students." Historically underrepresented and underserved groups include women, minorities, handicapped persons, persons of limited-English proficiency, and migrants. The assessment should also include the types of services to be provided by the local agencies and how these services will help the LEAs meet their program needs.

The states, after examining local assessments of need, will prepare a preliminary assessment of the needs of elementary and secondary schools as well as institutions of higher education. The SEAs will then submit their findings to the Department of Education no later than nine months from the date on which funds are first made

available. The state will then provide a final assessment before the end of the first funding year. In this final assessment, the SEAs are required to provide a five-year projection concerning the status of mathematics, science, foreign languages and computer learning. The state must describe the "availability of qualified mathematics, science, foreign language, and computer learning teachers at the secondary and postsecondary levels" and the qualifications of these teachers at the elementary, secondary and postsecondary levels. The state must also include its standards for teacher certification, the availability of adequate curricula and instructional materials and equipment in these subjects, and the degree of access to these subjects of historically underrepresented groups and of the gifted and talented. Finally, the five-year projection should include a description of programs, initiatives, and resources committed or projected to be undertaken within the state to improve such things as "teacher recruitment and retention," and "curricula in mathematics, science, foreign languages, and computer learning." The value of a long-range needs assessment to the foreign language community is that it will force state and local education agencies to discuss and present the concrete needs of foreign language instruction in their respective areas. While it must be submitted by the end of the first funding year, the long-term assessment is not necessary in order to acquire initial funding.

Local Education Grants

Of the $863 million that is intended for state elementary and secondary schools, 70% ($844 million) will be allotted to satisfy the needs identified in the assessment for "the expansion and improvement of inservice training and retraining in the fields of math and science of teachers and other appropriate school personnel, including vocational education teachers who use math and science in teaching vocational education courses." A local education agency may determine that funds are *not needed* for these services in science and math and request a waiver to use the funds for "computer learning and instruction, foreign language instruction, and instructional materials related to math and science." With a waiver, no more than 15% of these funds may be used to strengthen instruction in foreign language.

The requirement for a waiver is a disincentive to seeking funding under EESA to support language programs. Nevertheless, LEAs with well established science and math programs and those that might otherwise pass up funding for science and math can apply for funding.

Exemplary Programs:

Of the money allocated to state elementary and secondary schools, approximately 20% ($12.6 million) has been earmarked for exemplary programs. Section 208.36 of the implementing regulations for EESA provides funding for exemplary programs in mathematics, science, foreign languages, and computer learning for (1) "teacher training, retraining and inservice upgrading of teacher skills" and (2) "instructional materials and equipment and necessary technical

assistance." Priority will be given to programs for "students from historically underrepresented and underserved groups, and gifted and talented students." (This may include assistance to existing magnet schools.) Funds are also available for information dissemination relating to "demonstration and exemplary programs to all local education agencies within a state." The decision as to whether funds for exemplary programs may be used across all program areas or for only one or two disciplines rests with the SEA. For example, an SEA may choose to support only an exemplary program in foreign languages, or divide the funds among programs in all four areas, and so forth.

Models

Because EESA, Title II, is new, successful models have not yet been designed. Reasoning that the bulk of the funds to LEAs is for math and science, at least one state is considering using their allocation for exemplary programs to fund two types of teacher institutes in foreign languages (for certified and non-certified teachers).

State Technical Assistance and Administrative Costs:

In addition to the above funding, a state may use 5% of the LEA funds for technical assistance to local education agencies and, if appropriate, to institutions of higher education and private nonprofit organizations that are conducting programs under this act. The remaining 5% has been set aside for state education agencies' administrative costs.

Dr. Walter Steidle is the representative from the Department of Education who is overseeing the EESA provisions for elementary and secondary schools. He can be contacted through the Department of Education, 400 Maryland Avenue, S.W., Mail Stop 6264, Washington, D.C. 20202. Telephone: (202) 245-7965.

Higher Education Programs

Title II of the Education for Economic Security Act also provides almost $27 million for institutions of higher education. Of this amount almost $20.2 million is solely for programs that train or retrain elementary, secondary, and vocational school teachers in the areas of mathematics and science.

However, approximately $5.4 million is available nationwide, prorated by state, for cooperative programs among institutions of higher education, local and state education agencies, private industry and private nonprofit organizations for the "development and dissemination of projects designed to improve student understanding and performance in science, mathematics and critical foreign languages."

Models

Again, because these programs are new, no successful models are available. At least one school district and local university have begun to explore, with support from the Chamber of Commerce, the possible acquisition by the university of a satellite dish to receive programs in German or Japanese. Such programs would be made available to

local businesses and classes in the schools where appropriate. Programs that make efforts to include the private sector may be most successful in acquiring support under the cooperative programs section of Title II.

The remaining 5% ($1.3 million) allotted to higher education will be used for administrative purposes. Questions concerning the funding for higher education programs under Title II of the Education for Economic Security Act can be directed to either Allen Schmeider or Steven Pappas at the Department of Education. Mr. Schmeider can be contacted through the Department at 400 Maryland Avenue, S.W., Mail Stop 6264, Washington, D.C. 20202, (202) 245-8484. Mr. Pappas can be contacted at the Office of Higher Education Programs, U.S. Department of Education, ROB 3, Room 3051, 7th and D Streets, S.W., Washington, D.C. 20202, (202) 245-2146.

Secretary's Discretionary Fund for Programs of National Significance

The remaining program funded under Title II of the Education For Economic Security Act is the Secretary's fund for programs of national significance. Almost $10 million has been reserved for the Secretary's fund, to be divided between nationally significant project grants and critical foreign language grants. $7.5 million will be available for nationally significant projects. Among these are programs that make effective use of new technology to improve instruction and learning, or programs that focus on teacher training in the areas of mathematics, science and computer learning. Preference will also be given to LEAs or to consortia of agencies that propose to establish or improve magnet school programs for gifted students, and to applicants (including institutions of higher education) proposing special services to historically underserved and underrepresented populations. At this point, the regulations advanced in the *Federal Register* of January 22, 1985, do not include foreign languages as part of the nationally significant projects. However, the legislation describing the nationally significant projects in the Secretary's Discretionary Fund definitely includes critical foreign languages and the Department has indicated that there may be a separate grant competition, along the same guidelines, for critical foreign languages. Implementing regulations will be announced in the *Federal Register* in the near future.

Patricia Alexander, from the Office of the Secretary, U.S. Department of Education, 400 Maryland Avenue, S.W., Room 4010, FOB 6, Washington, D.C. 20202, (202) 472-1762, is primarily responsible for the funding allocation under this program.

Finally, The Secretary's Discretionary Fund provides almost $2.4 million for higher education institutions to develop programs to "improve or expand instruction" in languages that are "critical to national security, economic, and scientific needs." The types of projects likely to be funded include advanced teacher training institutes (either short- or long-term), "training in new methods and proficiency evaluation techniques," new instructional approaches, curriculum expan-

sion to include advanced courses and "languages not currently offered by the institution," "curriculum development to improve teaching methods, including the use of new technologies," and "using technology to increase access to instruction in critical foreign languages."

Evaluation of the applications will include such selection criteria as "plan of operation, quality of key personnel, budget and cost effectiveness, evaluation plan, adequacy of resources, improvement of the quality of teaching and instruction, and applicant's commitment and capacity." However, priorities for programs concerning foreign languages have not as yet been decided. Questions concerning funding allocation for institutions of higher education under the Secretary's Discretionary Fund should be directed to Mr. Steven Pappas, Office of Higher Education Programs, U.S. Department of Education, ROB 3, Room 3051, 7th and D Streets, S.W., Washington, DC 20202, (202) 245-2146.

Excellence in Education Act

Title VI of P.L. 98-377 is the Excellence in Education Act. The regulations for this legislation can be found in the November 28, 1984, *Federal Register*. The Excellence in Education Program was developed to "maintain the momentum for achieving educational excellence that was fostered by the report of the National Commission on Excellence in Education, *A Nation At Risk: The Imperative For Educational Reform*, and other reports." Grants will thus be given to schools across the country that are "implementing the recommendations of the commission or otherwise striving to improve the quality of elementary or secondary education." Under this program, funds would be provided for local education agencies to carry out projects in individual schools through activities which (1) "demonstrate successful techniques for improving the quality of education," (2) "can be disseminated and replicated," and (3) "are conducted with the participation of school principals, school teachers, parents, and business concerns in the locality of the school."

For Fiscal Year 1985, $5 million has been reserved for this program. This money is to be divided between two types of grants: school excellence grants and special school grants. Special school grants are awarded to those schools that receive some cooperative private-sector funding for the activities in which they are seeking federal assistance under this program. The federal assistance for projects funded under special school grants is to be between 67 2/3% and 90% of the total cost of the project.

According to Section 750.11, projects assisted under the Excellence in Education Program may improve secondary school curricula; provide "incentives to teachers, and teams of teachers for outstanding performance, including financial rewards, administrative relief such as the removal of paperwork and extra duties, and professional development"; or demonstrate "new and promising models of school-community and school-to-school relationships including the

use of nonschool personnel to alleviate shortages in such areas as mathematics, science and foreign language instruction, as well as other partnerships between business and education, including the use of equipment."

Under special school grants, for a one-year project, schools with fewer than 1,000 students and teachers could receive up to $20,000, whereas schools with more than 1,000 students and teachers could receive up to $25,000. For a two-year project, schools with fewer than 1,000 students and teachers could receive up to $35,000, and those with more than 1,000 could receive up to $40,000.

Under school excellence grants, for a one-year project, schools with fewer than 1,000 students and teachers could receive up to $15,000, whereas schools with greater than 1,000 students and teachers could receive up to $20,000. For a two-year project, schools with fewer than 1,000 students and teachers could receive up to $30,000, and those with greater than 1,000 could receive up to $35,000.

It is expected that 250 or fewer grants, not in excess of $25,000 each, will be awarded under this program. Local education agencies should submit their applications to the chief state school officer. The chief state school officer may submit up to twenty-five applications to the federal government, but "no individual school is eligible to receive more than one two-year grant."

For further information concerning funding for the Excellence in Education Act, contact Patricia Alexander, Office of the Secretary, Department of Education, Room 4010 FOB 6, 400 Maryland Avenue, S.W., Washington, D.C. 20202, (202) 472-1762.

Education Consolidation and Improvement Act

Federal block grant funding is available to states under Chapter II of the Education Consolidation and Improvement Act of 1981. Chapter II of ECIA consolidated approximately forty-two programs originally authorized under Title II of the Elementary and Secondary Education Act (ESEA) and Title III of the National Defense Education Act (NDEA). These block grants are designated for three broad purposes: "Basic skills improvement, improvement of support services, and special projects." The initial regulations for this program may be found in the *Federal Register* of Friday, November 19, 1982. Proposed changes in these regulations may be found in the *Federal Register* dated Tuesday, July 10, 1984. These proposed changes include suggestions that would allow for greater flexibility for states in areas of block grant administration.

Approximately $500 million is available under Chapter II for FY85, and a similar amount has been requested for FY86. These funds are allotted to states on the basis of the number of school-age children (five to seventeen years of age) within each state.

A random sampling of fourteen states was conducted to determine if block grant money provided under this program was used for foreign

language or international education studies. This sampling found that there is no standard understanding among states concerning the use of these funds for language or international programs. This is at least partially due to state-by-state differences in the administration of grant funds. In many states, funds are divided among and distributed directly to local education agencies. In other states, however, block grant funds are allotted to curriculum specialists or are used to fund various education offices within the state. Thus, local education administrators will have to check with their respective SEAs to determine state allotment procedures.

Our study found that certain states, such as Colorado and New York, have used block grant monies to pay for foreign language supervisors and to fund international education offices. If state priorities change, however, there is the danger that block grant funding will be redistributed to other fields. New York State, for instance, has redistributed block grant money previously used to fund its international education office to support data processing and computer programs.

This sampling also found that California used $20,000 in block grant funds to produce a publication concerning foreign languages. It is also possible that a small sum of block grant money was used in Colorado for a teacher training institute. In Maryland, Chapter II funds have been used to provide a specialist in bilingual education and to promote ESL programs.

It is revealing to note that in Texas and Florida, two states that have done a tremendous amount in the areas of foreign languages and international education, it did not appear that Chapter II funds were being used to support these studies. These findings were consistent with the results obtained from a majority of the other twelve states, all of which have made improvements in language and international education. Officials contacted, however, suggested that opportunities do exist for the use of Chapter II funds in the areas concerned. Where such funds have not been used for foreign languages and international studies, it may be from intense competition from other fields or simply because LEAs were unaware of the availability of funding.

A majority of the states contacted revealed that SEAs, after deducting administrative costs from block grant funds, usually distribute the money to local education agencies for use in areas of the LEAs' choosing (which must, of course, conform to Chapter II guidelines). Thus, it would seem that since local education agencies appear to have greater control over Chapter II funds than state education agencies, it is at this level that foreign language and international education advocates should seek funding.

Mutual Education and Cultural Exchange Programs

Section 102(b)(6) of the Mutual Education and Cultural Exchange (Fulbright-Hays) Act provides funding for several programs of in-

terest to the foreign-language and international-education community in the elementary and secondary schools. These programs are designed to "increase the number of foreign language and area studies specialists; provide in-service training to upgrade and update the professional knowledge and skills of previously trained foreign language and area studies specialists; conduct research about other nations and cultures; and develop foreign language and area studies curricula for use in education, government and business." While the legislation is oriented toward higher education, secondary teachers may also benefit from the program.

Foreign Curriculum Consultants

The intent of this program is to bring "resource persons to the United States for an academic year to assist in developing curriculum in foreign languages and area studies." Eligible applicants include local and state education agencies, postsecondary institutions, and public and private nonprofit organizations.

For information on the consultants' program, contact Gwenn Weaver, Center for International Education, U.S. Department of Education, ROB 3, Room 3923, 400 Maryland Avenue, S.W., Washington, D.C. 20202, (202) 245-2794.

Group Projects Abroad for Non-Western Language and Area Studies

These group projects are designed to "assist in the development of language and area studies programs in the United States by training U.S. Education personnel abroad." State education agencies, postsecondary institutions, and public and private nonprofit organizations are all eligible to apply for funding under this program.

More information concerning group projects abroad may be obtained from Stephney Kiaser, Center for International Education, U.S. Department of Education, ROB 3, Room 3923, 400 Maryland Avenue, S.W., Washington, D.C. 20202, (202) 245-2794.

Teacher Exchange Program

The intent of the teacher exchange program is to "promote international understanding and professional competence by exchange of teachers between the United States and foreign nations through participation in seminars abroad." Eligible applicants include elementary and secondary school teachers, college instructors, assistant professors, and, in some cases, associate and full professors.

Information concerning the teacher exchange program may be obtained from Patricia Schaefer, Fulbright Teacher Exchange Program, 301 4th Street, S.W., Washington, D.C. 20547, (202) 485-2555.

International Research and Studies Program

The federal government also funds an International Research and Studies Program under Title VI of the Higher Education Act. The intent of this program is to "support surveys and studies to determine

the need for improved instruction in foreign languages and area studies and to develop specialized instructional materials in those areas." Eligible applicants include state education agencies, postsecondary institutions, and individuals.

Questions concerning this program may be directed to Robert Dennis, Center for International Education, U.S. Department of Education, Mail Stop 3308, 400 Maryland Avenue, S.W., Washington, DC 20202, (202) 245-9425.

Academic Excellence Programs

Developmental Bilingual Education

While the legislative history of support for bilingual education has had its share of controversy, and recent federal initiatives have been oriented toward overcoming educational deficiencies of children with limited proficiency in English (a consequence of the *Lau* decision), recent amendments may help anglophone children as well. Public Law 98-511, the Adult Education Act Amendments of 1984, includes a Bilingual Education Reauthorization Act, with FY 1985 funding at $176 million (a $35 million increase over FY 1984). Grants under the Act are intended to identify and support the most successful bilingual education efforts. Funding may be available for model "alternative instruction" programs, in which a child's native language need not be utilized. While implementing regulations have not been published as of press time, we expect the program will be administered by the Office of Bilingual Education and Minority Language Affairs (OBEMLA), U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202. Inquiries should be directed to Dr. Rudy Cordova, at OBEMLA, telephone (202) 245-2609.

National Endowment for the Humanities

Programs for elementary and secondary schools which are funded under NEH are designed to "increase the effectiveness with which the humanities are taught at all pre-collegiate levels . . . principally through teacher training in the disciplines of the humanities." Eligible applicants for funding include "individual schools, school systems, colleges, universities, or collaborative groups of faculty members from different institutions, including museums and libraries." Currently, NEH provides support for four different programs for elementary and secondary school funding.

Institutes for Teachers and Administrators

Funding for institutes for teachers and administrators is designed to "provide intensive, residential summer study and appropriate follow-up activities for groups of humanities teachers or administrators." Endowment funding will cover no more than 80% of the cost of the project sponsored. However, there are matching funds

available under the Endowment's Treasury Matching Funds Program.

In developing the institutes, NEH provides the following model for projects likely to receive funding under this program:

> In an effort to reinvigorate the teaching of German in the schools, university scholars and master teachers from area high schools conduct a five-week summer institute for thirty teachers of German from a four-state area. The institute includes lectures on history to be conducted in English, and small-group discussions to be conducted in German. In addition, the participants write a number of short essays in German. Native speakers associated with the university work closely with the participants on their pronunciation and writing. The institute includes discussions of ways to improve instruction in German language, literature, and history in the schools. During the academic year following the institute, the institute's leaders visit each participant's class at least three times.

Collaborative Projects

A second group of projects funded by NEH are collaborative projects. These grants are designed to "assist groups of elementary or secondary school teachers who, as representatives of their schools, wish to establish a systematic and sustained relationship with neighboring colleges or universities in order to improve the teaching of humanities in the schools." Since NEH funding for collaborative projects will not exceed 60% of the program cost, applicants are encouraged to seek non-federal support for these projects as well.

Planning Grants

NEH also funds planning grants to aid the early stages of the development of collaborative projects (to support planning meetings, the development of syllabi and other such related activities). However, NEH stresses that planning grants are only awarded to support activities that "have intrinsic value independent of any subsequent requests for grants."

NEH emphasizes that three basic questions must be answered satisfactorily by all who wish to apply for the above grants: (1) "Is there a sound reason for the project?" (2) "Are the means set forth in this application likely to be successful in meeting the project's purpose?" and (3) "Are the means presented in a coherent manner?" Further information concerning these programs may be obtained from the Associate Director of Elementary and Secondary School Programs, Carolynn Reid-Wallace, Division of Education Programs, Room 302, National Endowment for the Humanities, Old Post Office Building, 1100 Pennsylvania Avenue, N.W., Washington, D.C. 20506, (202) 786-0377.

Independent Study in the Humanities

Funding is also available to support summer fellowships for high school teachers. According to NEH, the intent of this program is "to provide an opportunity for teachers to improve their knowledge of the

subjects that they teach." Last year one hundred eighteen fellowships of $3,000 apiece were awarded to teachers with at least five years' experience who "proposed plans for two months of independent study in one of the disciplines of the humanities."

Further information concerning this program may be requested from Dennis Gray, Program Director, Independent Study in the Humanities, Council For Basic Education, 725 15th Street, N.W., Washington, D.C. 20005, (202) 347-4171.

Support Services Outside the School System

While not directly related to instruction, ancillary support services represent an area for which teachers and administrators may wish to seek funding. The Library Services and Construction Act Amendments (P.L. 98-480), for example, include two titles of interest to the language teaching community. Title V was to provide grants of up to $15,000 to public libraries for the purchase of foreign language materials. Title VI was to provide grants of up to $25,000 for literacy programs. Although authorized, these two titles received no appropriations for FY85. Nevertheless, they are included here as potential future sources of support and as spurs for local legislative initiatives.

Similarly, teachers and administrators need to watch for other supportive legislative developments. Several bills in support of student exchanges were introduced in the 98th Congress, which if reintroduced and passed, will exercise a positive influence on exchange programs. H.R. 3582 (sponsored by Charles Whitley [D-NC]) would amend the Internal Revenue Code (IRC) to allow an income deduction of $100 per month for host families of exchange students (N.B. currently $50 per month is deductible). H.R. 3318 (Barber Conable [R-NY]) and S. 1369 (David Durenberger [R-MN]) would amend the IRC to allow $100 per month as a deduction but would limit the total deduction to $1,000 per year. S. 1370 (David Durenberger [R-MN]) would allow families a 25% tax credit for transportation expenses incurred in sending a child overseas on a qualified exchange program.

Conclusion

Primary support for education continues to come from the states and localities, even in areas that clearly affect the national interest and cannot long escape federal concern. SEAs and LEAs are being told to use innovation and creativity to do more with less in federal resources, while study after study decries the decline in American education, the scandalous state of foreign languages, and the almost desperate need for global understanding. Hard-pressed teachers and administrators will continue to do their best to address students' needs and will respond with initiative and creativity. To this end, this assessment will have been valuable if it provides any information that can assist in that process.

The JNCL Statement of Position on Language Competence and Cultural Awareness

We hold that all persons in our culturally rich and linguistically diverse nation should be provided the opportunity and be encouraged to become proficient in more than one language to a degree of mastery consonant with their need and aspiration.

Therefore, those who are not proficient in English should be provided the opportunity and encouragement to become so, since English is the key to gaining an accurate, broad perspective on American life, to obtaining equality of educational, economic, social and political opportunity, and thereby, to participating fully and freely in society.

In the same way, those who are proficient only in English should be provided the opportunity and encouragement to achieve proficiency in other languages and to know and appreciate the history and culture of other peoples. It is through the knowledge of language and cultures that we best begin to know and comprehend the scope and significance of human experience, tolerate and appreciate cultural and linguistic diversity at home, understand our contemporaries abroad, and so achieve our full potential as citizens of the world.

In both cases, the learning of other languages adds new linguistic competence and cultural sensitivity to already valuable linguistic backgrounds. One language is never intended to supplant another.

Responsibility for providing the means for language study and encouraging students to achieve mastery should not rest solely on the educational establishment, but should be shared by other sectors as well.

The consequences of these principles of opportunity and encouragement are significant for both the individual and the nation. The individual will enjoy a wider and richer range of personal experience and, at the same time, benefit from an expanded scope of employment and professional opportunities.

The nation itself will also benefit. During its relatively short history, the United States has assumed an important international role, influencing in many ways the political, social, and economic structures of life in other countries and in turn, being influenced by those with whom we interact. These relationships will continue, will become more numerous, and will change in character out of both choice and necessity. We believe, therefore, that language competence and cultural awareness are essential to the responsible and sensitive fulfillment of this international role.

The National Council on Foreign Language and International Studies

Created by a Presidential Commission and funded by some of America's leading foundations, the National Council is an organization operating in the public interest to increase American competence in world affairs. In its efforts to develop this capacity, the Council:

- Supports the establishment and coordination of language programs that begin in the elementary schools and develop student skills through high school
- Works with state education officials to expand student access to language and other international studies
- Seeks to enlarge the international dimension of education in business, law, journalism, and other fields
- Supports the establishment and continued development of international high schools
- Sponsors seminars and workshops bringing together educators, policy makers, government officials, and other interested professionals who shape action programs
- Helps promising educational programs seek financial support to establish models capable of replication
- Distributes *Newsbriefs* to practitioners in schools, colleges, and universities
- Works with multinational corporations to foster international skills as a component of executive development
- Works with the media to bring public attention to the need for language competence and familiarity with global developments
- Helps postsecondary institutions better integrate language study into various curricula
- Acts as a resource for community groups interested in promoting public awareness of international affairs